DOCUMENT RESUME

ED 100 394 IR 001 496

| | |
|---|---|
| AUTHOR | Lynch, Beverly P. |
| TITLE | National Program of Library and Information Services of NCLIS: Implication for College and Community College Libraries. Related Paper No. 8. |
| INSTITUTION | National Commission on Libraries and Information Science, Washington, D.C. National Program for Library and Information Services. |
| REPORT NO | NCLIS-NPLIS-8 |
| PUB DATE | Dec 74 |
| NOTE | 28p. |
| EDRS PRICE | MF-$0.75 HC-$1.85 PLUS POSTAGE |
| DESCRIPTORS | *College Libraries; Colleges; Cost Effectiveness; *Financial Support; Higher Education; Information Networks; *Junior College Libraries; Junior Colleges; Library Cooperation; Library Networks; Library Services; Library Standards; *National Programs; Private Colleges; Program Evaluation |
| IDENTIFIERS | National Commission Libraries Information Science; *National Program for Library and Information Ser |

ABSTRACT

Since college and junior college libraries are imbedded in the organizational framework of the colleges they serve, the perspective of the colleges with regard to educational planning at the national level will bear directly on the library's role in the National Program for Library and Information Services. As educational costs rise and available moneys decline, college libraries will be asked to demonstrate that a national plan for sharing library resources and building information networks will be cost beneficial. The resources of many college libraries would be inadequate to meet the standards required for participation in a national program. Financial support would be needed to bring them up to standard. To meet the expectations of the college community from a nation-wide library network, the federal government must ensure reciprocity in the exchange of services. (Author/PF)

ED 100394

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

NATIONAL PROGRAM FOR LIBRARY
AND INFORMATION SERVICES

RELATED PAPER
NUMBER EIGHT

# NATIONAL PROGRAM OF LIBRARY AND INFORMATION SERVICES OF NCLIS: IMPLICATION FOR COLLEGE AND COMMUNITY COLLEGE LIBRARIES

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

BEVERLY P. LYNCH

EXECUTIVE SECRETARY
ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES

Describes the relationship and involvement of the college/community college library with the national program as described in the second draft of the NCLIS Program Document. Projects the role and prospective benefits the college/community college library would have in relating its program to such a national program, projects the types of standards the college/community college library should be required to meet to join the national program, anticipates problems in developing this relationship, and suggests solutions.

DECEMBER, 1974

The views expressed are those of the author and do not necessarily reflect the position or policy of the NCLIS. Though related to the Commission's National Program, papers in this series are not an integral part of the National Program Document.

LR001496

# The National Program of Library and Information Services of NCLIS: Implications for College and Community College Libraries

by

Beverly P. Lynch

BEST COPY AVAILABLE

Cooperation among libraries will be the major emphasis of the present decade and the emphasis for the next quarter of a century. All types of libraries will expand various cooperative ventures and devise new ones in order to share resources, strengthen resources, extend services, and develop innovative library programs. The second draft of the report of the National Commission on Libraries and Information Scicnce summarizes the current thinking of the library profession on cooperation and presents a major program designed to enable any user to have access to the library resources he needs.

This paper considers the proposed plan of the National Commission as it relates to the libraries of colleges and community colleges in the United States.* The paper is based upon the second draft of the NCLIS, dated May 22, 1974.

---

* References to college libraries in this paper refer to the libraries serving the public and private four-year colleges and two-year colleges. Library is defined by NCLIS as "An institution where diverse recorded information is stored, systematically organized, and made available for use. It may contain books, films, magazines, maps, manuscripts, microfilms, audiovisual materials, tape recordings, computer tapes, etc., and the means for providing information services from these resources."

BEST COPY AVAILABLE

Four-Year and Two-Year Colleges

The four-year colleges, the two-year colleges, and the universities comprise the higher educational system in the United States. These institutions provide undergraduate and graduate education to those who seek it, conduct research, and offer service to the community at large. Although there are overlapping purposes and missions among the colleges and universities making it desirable to view the entire system of post-secondary education in the U.S. on a continuum, differences in emphasis and levels of instruction are distinct among the three broad categories.

The four-year college emphasizes the baccalaureate degree. Its core programs are in the traditional liberal arts and sciences. Professional programs in teacher training and business administration, nursing and engineering, are generally available at the baccalaureate level as are programs leading to a master's degree in certain fields. Research in the four-year college generally is conducted by faculty members in support of their teaching assignments. In 1970-71 only 11.8% of all sponsored research conducted at institutions of higher education was performed in the four-year college.[1]

The two-year college stresses occupational training. It also offers general educational programs leading to an associate of arts degree and to transferrable credits to four-year colleges and universities. In 1970-71 only .1% of all sponsored research was performed in the two-year college.[2]

BEST COPY AVAILABLE

The two-year college emphasizes programs serving the community, offering occupational courses for adults, refresher courses, and cultural and recreational activities.

The libraries of the four-year colleges and the two-year colleges support the educational objectives and the missions of the institutions they serve. The collections in these libraries reflect the courses being taught. Little emphasis is given to the provision of research materials. The relationships of the college library to the community at large are influenced to a large degree by the policies of the college itself.

## The Financial Situation of College and Community Colleges

The financial situation of college libraries reflects the financial position of the colleges they serve. In the United States today there are 2233 colleges and community colleges; 1092 of these are private institutions.[3] Many of the colleges, particularly the private ones, are in precarious financial straits.[4] The private colleges depend upon student tuition for a large portion of their funds; public colleges are funded by enrollment formulas. The declining enrollments, already occurring in some schools and projected for all of post-secondary education in the 1980ies, have an immediate impact upon the college budget. Shrinking endowment incomes, the relative erosion of federal support, and the present high rates of inflation, have increased the educational costs in all colleges. It seems likely that inflation will continue,

BEST COPY AVAILABLE

bringing about a further decline in the purchasing power of educational institutions.

In 1969 public colleges and universities needed about four and one half times as much money as they did in 1959; the private schools, three times as much.

Table 1. Aggregated Institutional Income Accounts for Higher Education
(figures in millions of dollars)

| Year | Public Institutions | Private Institutions | Total |
|---|---|---|---|
| 1949-50 | $ 848 | $ 719 | $ 1,567 |
| 1959-60 | 2,211 | 1,501 | 3,712 |
| 1961-62 | 2,736 | 1,919 | 4,655 |
| 1963-64 | 3,520 | 2,394 | 5,914 |
| 1965-66 | 5,016 | 3,148 | 8,163 |
| 1967-68 | 7,113 | 3,796 | 10,907 |
| 1969-70 | 9,933 | 4,565 | 14,498 |
| 1970-71 | 11,076 | 4,983 | 16,059 |

Source: Carnegie Commission on Higher Education. Higher Education: Who Pays? Who Benefits? Who Should Pay? New York: McGraw-Hill, 1973, pp. 140-160, 22-23.

In the 1960ies, state and local governments provided sixty six per cent of the new monies needed by the public institutions, while students provided sixty one per cent of the monies needed by the private institutions. In aggregate dollar amounts the increase in state and local government contributions to higher education from 1949 to 1959 averaged about $ 100 million a year. From 1959 to 1969 the average was about $ 500 million a year. By 1970 the increase in

BEST COPY AVAILABLE

state and local monies paid to public colleges and universities was about $ 900 million over the preceding year. The same general trend can be observed in federal funds paid to public and private colleges and universities. By 1969 the federal government payments were about three and one half times as high as 1950.

Table 2. Aggregated Federal Funds (Including Research and Services) Provided to Public and Private Institutitons of Higher Education (figures in millions of dollars)

| Year | Public Institutions | Private Institutions | Total |
|---|---|---|---|
| 1949-50 | $ 246 | $ 278 | $ 524 |
| 1959-60 | 546 | 495 | 1,041 |
| 1961-62 | 771 | 770 | 1,542 |
| 1963-64 | 1.054 | 1,117 | 2,171 |
| 1965-66 | 1,375 | 1,297 | 2,672 |
| 1967-68 | 1,954 | 1,509 | 3,363 |
| 1969-70 | 2,120 | 1,520 | 3,640 |
| 1970-71 | 2,180 | 1,610 | 3,790 |

Source: Carnegie Commission on Higher Education. Higher Education: Who Pays? Who Benefits? Who Should Pay? New York: McGraw-Hill, 1973, pp. 140-150, 22-23.

As higher education increased its demands for more funds, state, local, and federal governments reacted by judging the demands to be excessive. Budget requests were examined more carefully. New management techniques have been proposed. The federal government began to economize, first by cutting research funds, then by cutting certain forms of student aid.

BEST COPY AVAILABLE

Federal support for college library resources also diminished.

The decline in federal support for higher education has received much attention, but state and local governments contribute as much money for the institutions and programs in post-secondary education in the U.S. as all other sources of revenues combined. Although state governments are the primary sources of revenues for institutions enrolling seven out of ten college students, little attention has been given to the differences among the states in fiscal capacity, effort, and achievement in support of higher education.[5]

Federal Support for College Library Programs

Title II A of the Higher Education Act of 1965 was designed to improve college libraries and the quality of library service throughout the nation by providing grants on a matching basis to college libraries for the acquisitions of books, periodicals, and other library materials. Libraries in public and private colleges and universities were eligible for these grants.

Table 3. Distribution of Grants Under Title II A by Type of Library (figures in millions)

| Fiscal year | Two-year colleges | Four-year colleges | Universities |
|---|---|---|---|
| 1968 | $ 5,178 | $ 10,027 | $ 9,305 |
| 1969 | 5,770 | 8,708 | 8,177 |
| 1970 | 3,004 | 3,870 | 2,933 |
| 1971 | 3,838 | 1,541 | 3,759 |

Source: Academic Libraries Fact Sheet. Chicago, American Library Association, Association of College and Research Libraries [1973]

BEST COPY AVAILABLE

Although less monies were appropriate than had been authorized, the basic grants have helped libraries, particularly those with small budgets whose collections were below the standard for college libraries set by the American Library Association. Grants available under title II A enabled many colleges to imrpove their library support; the libraries, in order to qualify for a grant, were required to demonstrate "maintenance of effort," that is, the support by the college could not decline.

The title II A program was designed to support the instructional programs of the colleges. It was not designed to support the research needs of the college faculties nor the graduate students. The program is based upon the same fundamental assumption that underlies the development of standards and guidelines for libraries serving two-year and four-year colleges,[6] that is, the primary purpose of the college library is to support the needs of the undergraduate students. The research needs of the faculty are served through inter-library loan agreements and arrangements can be privately made by the individual faculty member.

## Impact of Non-Traditional College Programs upon the College Library

One of the major program goals of the National Commission on Libraries and Information Science is "to strengthen, develop, or create where needed, human and material resources which are supportive of high quality library and information services."[7] This objective can

be endorsed enthusiastically by all college libraries. New materials in different formats are required to support the expanding educational programs in post-secondary education. As colleges experiment with attempts to vary the time for learning and grapple with the need to deal with differing learning styles of students, different instructional materials and patterns of instruction will be required.

The recommendations of the Commission on Non-Traditional Study have influenced the planning in many colleges. The recommendations of the commission include

"Lifetime learning -- basic, continuing, and recurrent--has a new appropriateness today and requires a new pattern of support.

"Colleges and universities must shift emphasis from degree-granting to service to the learner, thus countering what has become a degree-granting obsession.

"Faculty understandings and commitments must be reoriented and redirected, particularly through in-service development, so that knowledge and use of non-traditional forms and materials will increase.

"An organized effort must be made to promote intelligent and widespread use of educational technology with special emphasis on programming for cable television, computers, videotape recorders, and possibilities of satellite broadcasting.

"New agencies must be created to make possible easy access to information and develop better ways to disseminate it, to perform guidance and counseling services, and to be assessors and repositories of credit for student achievement.

"New evaluative tools must be developed to match the non-traditional arrangements now evolving, so that accreditation and credentialing will have appropriate measures of

BEST COPY AVAILABLE

of quality.

"Cooperation and collaboration must be encouraged among collegiate, community, and alternate educational entities so that diverse educationa programs and structures may come into being.[8]

Colleges are redefining their missions with respect to adults, minority education, programs for the elderly, occupational training. Instructional delivery systems are being redesigned. Support services provided by libraries and learning resources centers are being improved and expanded. Since money for innovative programs is scarce, colleges are finding ways to share faculty and facilities, develop and exchange media and other instructional materials.

The open learning models projected in the report of the Commission on Non-Traditional Study are of major importance to college libraries. Some models of cooperation already have emerged in the planning of open learning systems. One example is the Project Outreach Consortium, which includes all public higher education institutions in the California counties of Orange and San Diego. The project's purpose is to extend educational opportunities to people in the community who do not now have access to continuing education, community service programs, or course work for college credit. The project has emphasized the development of television materials in its initial planning.

The report of Phase I recommends a program that will influence directly the support services provided by libraries:

BEST COPY AVAILABLE

"Multitalented instructional teams including teachers, instructional product-developers, media technologists, and learning specialists, should participate in course development. [A learning specialist is defined as one who 'guides his colleagues to information essential to the preparation of instructional materials. It is his or her job to know where the needed data, illustrations, films, slides, audio tapes, and other resources for a course are to be found.']

"Curriculum planners should investigate the availability of existing materials that can be incorporated within instructional television systems.

"The concept of modularization should be employed, as it helps facilitate arrangement and rearrangement of individual segments and eventual updating of entire courses.

"Components of instructional systems must be arranged so as to satisfy verifiable learning objectives.

"Because television instructional systems provide for only limited student and teacher interaction, supportive group experience and teacher accessibility must be integrated into course design.

"Of crucial importance are the supportive services which complete the system. They include printed materials, making available libraries and resource centers, and providing for on-campus and telephone interaction with instructors and operating counseling services.

Despite the availability of sophisticated technology, the extension of television into thelearning process is hampered by inadequate funds, lack of quality materials, and insufficient cooperation among institutions. In order to alleviate these inadequacies, federal monies are sought to support educational opportunity through technology. Legislation is being designed specifically for educational technology, for authorization of federal expenditures, the identification and interaction of regional production resources, and the establishment of a national agency for educational technology. An emerging network in educational technology

BEST COPY AVAILABLE

will influence the programs and priorities of many college libraries.

Other colleges and universities are planning exchange systems for course materials.[10] Linkages are being formed among broadcasting stations, newspapers, community colleges and other agencies, including libraries. Educational materials are being produced and exchanged through consortia and other cooperative arrangements.[11] It is likely that attempts will be made to develop national collections of materials in modular formats that can be used for open learning purposes. These materials will be supplemented by materials developed and made available locally. Most of these learning packages will be designed for freshman and sophomore level courses, career programs, minority training and instructional materials.

College libraries aim to support the objectives of the institutions they serve. It is clear that college libraries will be involved in various consortia designed to support instructional delivery systems of open learning models. Such involvement will influence the training of library personnel, the kinds of materials stocked in the library, and the kinds of cooperative agreements in which the library will participate. As the extended degree programs, the open university models, and the concepts such as the university without walls continue to be incorporated into the post-secondary educational system,

college libraries will be called upon to provide support for these programs as well as support for the more traditional instructional programs that will continue.

The Program Objectives of the NCLIS

The college library operates today in an environment of stable or declining economic growth, declining federal support for library resources, and changing patterns of instructional delivery systems which make new and different demands upon the library. The implications of the NCLIS report for college libraries must be viewed in the context of these environmental characteristics.

The recommendations of the NCLIS parallel those of the Commission on Non-Traditional Study: emphasis on services to the user, promotion of the use of various technologies, creation of new agencies, encouragement of cooperative arrangements among various educational institutions. The perspectives of the two commissions differ however. The NCLIS suggests that the federal government provide the incentives to implement the commission's recommendations. The Commission on Non-Traditional Study recommends that joint planning and cooperative action be initiated by the participating institutions. The differences in perspective can be important to college libraries, particularly those in private institutions and those in institutions where a variety of cooperative

BEST COPY AVAILABLE

arrangement already exist.

Several of the program objectives designed by the National Commission on Library and Information Science are of less immediate interest to college libraries than are others. Service to special constituencies (objective 2) as it is presented in the report will not be emphasized by most libraries serving the two-year and four-year post-secondary institutions. Should service to the "poor, the illiterate, the blind, the visually and physically handicapped, the ethnic minorities, American Indians on reservations, the very young, senior citizens, inner city youths, migrant workers" become a part of the college's objectives, the library in the college will strive to provide such service.

College libraries are providing remedial programs for entering students who are without requisite skills necessary for successful completion of the college program. It should be noted that few materials exist that can serve many of the requirements of remedial programs or the needs of special constituencies. Without materials the question of access to them is of little consequence.

College libraries are staffed by qualified librarians,* skilled supportive personnel and part-time assistants.

---

* A qualified librarian is defined as one who has a graduate degree from an ALA accredited program, responsibility for duties of a professional nature, and participates in professional affairs beyong the local campus.[9]

Since there is need to design work assignments so that the work of every library staff member is commensurate with his training, experience, and capability, librarians in most college libraries will seldom comprise more than 25-35 per cent of the total FTE staff. The nature of the training required by staff depends upon the nature of the work done in the library; in general, the present staffing patterns in college libraries reflect the nature of library work.

As the work changes, as programs such as "Project Outreach" develop, different skills and more varied educational backgrounds will be required. Continuing educational programs will be needed for the re-training of college librarians. Title II B of the Higher Education Act of 1965 was designed to assist the continuing education of librarians. The title supported a program of student fellowships and grants for short courses and institutes. Although the monies appropriated never reached the levels of those authorized, the support of the federal government enables many libraries to up-date their professional training.

Opinions differ as to whether the federal government should bear the primary responsibility for the education of librarians. Programs of initial and continuing education are important to the future development of college libraries. However, the design of these programs may be the primary responsibility of the professional schools

and the libraries being served by these schools, as well as being a responsibility of the library profession and its various professional associations. If the federal government becomes the chief source of funds for training programs, the post-secondary educational community will have to be convinced that the training of college librarians and support staff is an important priority which should be supported.

The NCLIS, recognizing the vast array of federal programs for library and information science which now exist, expresses an interest in coordinating these programs (objective 5) while cautioning that their centralization into a single agency may be impractical and unwise. Centralization of all library related federal programs could be a disservice to college libraries. College libraries serve the interests of specific organizations and constituencies as well as the general interests of the scholarly community. A mosaic pattern of cooperative agreements now exists among college libraries, of which the pattern of hierarchical cooperation, emphasized in the commission's report, is only a part. This variety of programs enables college libraries to draw upon many federal programs for support. Diverse sources of support lend strength to the college programs.

The first program objective of the NCLIS is to insure the existence of basic, minimum local collections. The

BEST COPY AVAILABLE

Objective is of major importance to college libraries, for adequate on-site collections are essential for good college library service.[12] The 1959 Standards for College Libraries suggest that, as a minimum, no four-year college library can effectively support the instructional program of the college it serves if it has fewer than 50,000 volumes. The standards also recognize the correlation between size of enrollment and size of student body, recommending 50,000 volumes for the first 600 FTE students enrolled, adding 10,000 volumes for every additional 200 FTE students. The recommended formula being proposed in the 1975 revision of the 1959 standards[13] for use in evaluating the adequacy of the college library's collection is

| | | |
|---|---|---|
| 1. | Basic Collection . . . . . | 85,000 vols. |
| 2. | Allowance per FTE Faculty Member . . . | 100 vols. |
| 3. | Allowance per FTE Student . . . . . | 15 vols. |
| 4. | Allowance per Undergraduate Major or Minor Field . . . . . | 350 vols. |
| 5. | Allowance per Masters Field, When no Higher Degree is Offered in the Field . . . . . | 6,000 vols. |
| 6. | Allowance per Masters Field, When a Higher Degree is Offered in the Field . . . . . | 3,000 vols. |
| 7. | Allowance per 6th-year Specialist Degree Field . . . . . | 6,000 vols. |
| 8. | Allowance per Doctoral Field . . . . . | 25,000 vols. |

In a recent sample of 193 public and prviate four-year college libraries, 78 libraries, or 40 per cent, were found to hold less than the 85,000 volumes.

BEST COPY AVAILABLE

No quantitative standards have been written to measure the adequacy of the two-year college library. However guidelines do recommend that the acquisition, production, and organization of library materials meet the instructional and personal needs of the students.[14]

The college library standards and guidelines, while recognizing that it may be less important for the college to provide legal title to an item than it is to be able to supply the item quickly, insist that the instructional needs of the college be served by on-site collections and that collections and resources of other institutions are not to be relied upon for this purpose. If an institution does arrange to provide materials to its users by contract with another library it must do so without creating unreimbursed costs for that libary.

College libraries often seek cooperative arrangements and programs for assistance in developing or adding to their existing resources. They need the means by which materials that exist elsewhere can be located and arranged for use by their users. At the same time the college library must maintain a continuity of its developed collection. A book collection, once developed, cannot be allowed to languish and stagnate. Although the NCLIS does not recognize explicitly the desirability of growth and change in college library collections, it supports a federal program of categorical aid that will enable the continuous development of existing collections. The continuous

BEST COPY AVAILABLE

strengthening of existing local collections which support the instructional objectives of the college is essential to any national plan of cooperation.

The Nation-Wide Network Concept

Over the years college libraries have engaged in cooperative programs designed to share resources and to strengthen existing resources. Some programs have been informal cooperative agreements such as interlibrary loan systems which provide faculty members and graduate students with materials to support their research. Others have been formal arrangements such as the periodicals bank established by the Associated Colleges of the Midwest, the Wisconsin Inter-Library Loan System (WILS) and the Center for Research Libraries. Many college libraries are sharing resources through state-wide library networks. The plan for a single nation-wide library network is a logical extension of the single state-wide system and is not a new concept to college libraries. At the first Governor's Library Conference held in New York in June, 1965, James E. Allen, Jr., New York's Commissioner of Education said

> We must press our efforts to ensure that all types of libraries are brought into a total service structure which can make real the potential inherent in the separate parts. The time is indeed past when we can think compartmentally of a 'public library program,' a 'school library program,' a 'college library program' of even the program of a highly specialized private library. We need to acknowledge the interrelation of these resources and services; we need to plan from the vantage point of a library user, who cares little about the 'type' of library, but a great deal about the ability of that library or that library system to supply his needs.[15]

BEST COPY AVAILABLE

New York State and other states have responded to the idea. With the computer technology now available, technical impediments to a nation-wide single system have been reduced.

Should a nation-wide library system be established, it is reasonable to expect that some kind of national agency will be established to set technical standards for data elements, codes, software, etc, and to assist in the development of bibliographical standards for description of materials. Libraries have recognized the desirability of standards for bibliographical description and control. There are on-going efforts to establish such standards.

Technical and bibliographical standards differ from the standards prepared for use in the evaluation of college libraries. College library standards have been written and approved by professional associations to stimulate the development and improvement of libraries, to appraise libraries, and to assist in the planning and administering of library services. Library standards, professionally developed, are used in the course of evaluating entire college programs. Such standards should be kept separate from the technical and bibliographic standards required in network developments.

Since the college library forms an integral part of the overall college program, the library is influenced directly by the various state plans for higher education now emerging in many states. In some states the state library agency may have little if any responsibility for libraries in post-secondary educational institutions;

BEST COPY AVAILABLE

the state coordinating council for higher education may have a great deal of responsibility for these libraries. State-wide planning for higher education is being encouraged by the federal government. The Higher Education Act Amendments of 1972 propose the establishment of state post-secondary education commissions (known at the "1202 Commissions" from that section of the amendments.) The 1202 commissions may make a variety of decisions that will affect college libraries directly.

Within the post-secondary education community differences of opinion exist as to how a national network should evolve. Some share the opinion of the NCLIS that there is a need for a master plan for a single unified nation-wide network of libraries and information centers. Others favor a more decentralized approach which would minimize the amount of national control.

> "The problems in defining how to assess the effectivenenss of network access to such data bases [as MARC tapes] are many. Some of the data bases (especially the catalogs, such as MARC or that of the University of California) are of primary value to the librarian. They are used in selection, ordering, and cataloging and as a support to inter-library loan services. Others, such as the scientific reference tapes and census tapes, are of primary value to the individual researcher. Unfortunately, the situations of the latter are so varied that it is almost impossible to evaluate the utility of network versus local access generally. The library context, on the other hand, seems to be sufficiently well defined to serve as a useful basis for experimentation. 16

Although the library community will be impatient at a call for more studies, college libraries would find it desirable to analyze existing library networks, to determine

BEST COPY AVAILABLE

how well their users are being served by these networks, to collect good data and perform carefully designed experiments in order to investigate the issues of costs and effectiveness. National resources are limited. The college community, facing severe financial deficits, will ask that costs and effectiveness be carefully weighed.

Libraries will support the objectives of the nation-wide network, although differences of opinion will emerge as to the priorities for implementation. Researchers will welcome easier access to materials in remote collections and college libraries will enjoy the potential reduction in the local costs of processing materials, but a vigorous effort at research and development is essential before some aspects of the national program can be implemented.

Many of the technical impediments to a nation-wide network can now be reduced or eliminated. The organizational impediments are not so easy to overcome nor can they be dismissed as irrelevant or artificial. The extent of reciprocity between organizations is a critical dimension in the assessment of their interrelationships.

An organization desiring to maintain its autonomy will be reluctant to enter into a voluntary activity with another organization is the activity has actual or anticipated consequences for the realization of organizational goals and objectives. If library A engages in a voluntary activity with library B, A may assume that B will make demands upon it. One of the norms of reciprocity implies that the

exchange should be mutually beneficial and roughly equivalent. The voluntary system of interlibrary loan can be described as a system of library exchange. In many cases the loans have been beneficial only to the receiving library; reciprocity has not occurred. Many college libraries now view the traditional interlibrary loan system as inadequate on the grounds of unequal demands.

Two factors which also inhibit organizational exchanges are money and accountability. Money has seldom been used to facilitate the flow of resources and each autonomous library, accountable to its own major source of legitimacy which is usually its source of direct financial support, is evaluated in terms of the specific kinds of services it renders to its own users.

The national plan would increase the amounts of money available locally to implement the plan. The accountability of the college library to its own source of legitimacy (and in some cases to a state-wide source of legitimacy) will still be necessary. Given the state of the financial affairs of the college, the accountability may be a crucial factor.

Summary and Discussion

The implications for college libraries of the program proposed by the National Commission on Libraries and Information Science has been discussed in this paper in the context of several broad environmental characteristics. The

college library is not an autonomous organization with its own goals and resources. It is embedded in the organizational environment of the college it serves. The financial affairs of the college, the instructional programs being offered and those being contemplated, the needs of the library's primary clientele directly affect the library's resources and services. The priorities set by the library and the services it will provide also are influenced by the requirements placed upon the college by other environments such as state boards of higher education, new (and secondary) clienteles, consortia emphasizing educational technology in delivery systems for instructional purposes. The perspective of the college with regard to educational planning at the national level will bear directly upon the library's role in the national program for libraries.

As educational costs rise and available monies decline, college libraries will be asked to demonstrate that a national plan for sharing library resources and building information networks will be cost beneficial and effective in its service to the specific user. The NCLIS clearly has recognized that the support for libraries varies widely from state to state. As it calls upon state governments to accept the major share of the costs of coordinating and supporting network development, the plan must give consideration to those costs. State, local, and private sources of money are scarce and the demands upon them are great.

The need for money to sustain on-site collections will not diminish; the college community and the library profession will continue to stress the importance of on-site collections in the education of students. Under the proposed standards designed to measure the adequacy of collections, the print collections of college libraries will be identified as inadequate; state and local funds may not be available in sufficient quantity to correct the deficiences. The program objectives of NCLIS ask the federal government to assist college libraries in the development of their collections and also suggest that monies for non-print collections should be forthcoming. These are desirable objectives and ones that are likely to be supported by the libraries and the colleges they serve.

Although the college community provides the college library with its primary environment, the library exists in post-secondary educational environment of its state and region and in a broad environments formed by other libraries. The college library supports professional goals and objectives and seeks ways and means to share resources and extend its services to the library community and to society at large. The library community has long advocated the development of a nation-wide library network. The attempts to share resources and improve existing resources have not met fully the expectation of the library community, for the organizational demands of reciprocity have not been met. Cooperative arrangements in

many cases were not mutually beneficial nor roughly equivalent. The program for a nationwide network strives for reciprocity, calling upon the federal government, in cooperation with the state governments, to provide the means of insuring it.

BEST COPY AVAILABLE

Footnotes

1. D. Kent Halstead, Statewide Planning in Higher Education (Washington, D.C., U.S. Office of Education, 1974) p. 207.

2. Ibid.

3. Carnegie Commission on Higher Education, A Classification of Higher Education (Berkeley, Ca., 1973).

4. Hans Jenny and G. Richard Wynn, The Golden Years (Wooster, Ohio, College of Wooster, 1970); Earl F. Cheit, The New Depression in Higher Education (New York, McGraw-Hill, 1971); William W. Jellema, The Red and the Black (Washington, Association of American Colleges, 1971).

5. Halstead, op.cit., p. 605.

6. "Standards for College Libraries, 1975 Revision, Draft." (in press); "Guidelines for Two-Year College Learning Resources Programs," College & Research Libraries News vol. 33, no. 11 (December 1972).

7. A National Program for Library and Information Services; 2nd draft, (Washington, National Commission on Libraries and Information Science, May 22, 1974) p. 4.

8. Commission on Non-Traditional Study, Diversity by Design (San Francisco, Jossey-Bass, 1973) p. xviii.

9. Bernard Luskin, Project Outreach (Costa Mesa, Ca., Coast Community College District, 1973) pp. 4-5.

10. Conference Proceedings of the First Annual National Conference on Open Learning in Higher Education (Lincoln, State University of Nebraska, 1974) pp. 147, 213.

11. Diana D. Delanoy and Carlos A. Cuadra, Directory of Academic Library Consortia (System Development Corporation, TM-4597/003/00, September, 1971).

12. "ALA Standards for College Libraries," College & Research Libraries, vol. 20 (July 1959) pp. 274-80.

13. "Standards for College Libraries, 1975 Revision," op.cit.

14. "Guidelines for Two-Year College... op.cit.

15. The Library Quarterly, vol. 39 (January 1969) p. 2.

16. Robert M. Hayes, "Bibliographic Processing and Information Retrieval," in Networks for Research and Education (Cambridge, Mass., MIT Press, 1974) pp. 162.